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RECREATION AND CULTURAL DEVELOPMENT MAGAZINE

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DOCUMENTS
LIBRARY

Leisure



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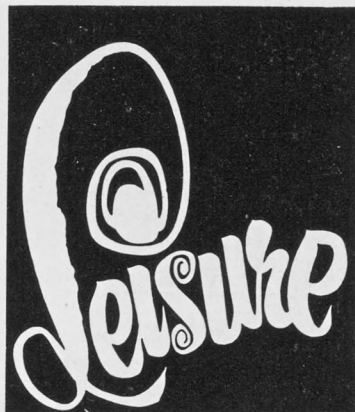
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"There are few earthly things more splendid than a University. In these days of broken frontiers and collapsing values—when every future looks somewhat grim, and every ancient foothold has become something of a quagmire, wherever a University stands, it stands and shines; wherever it exists, the free minds of men, urged on to full and fair inquiry, may still bring wisdom into human affairs."

—John Masfield



Miss Alison Seymour, Librarian, and Miss K. M. Allen, Administrative Assistant, at the Calgary School Board Library Center, check files against order for new books.

A WELL ORGANIZED TOOL TO LEARNING

The Curriculum of the Alberta School system presupposes an adequate library in each of our public schools where reference tools and developmental reading may be used and enjoyed by teachers and students. To quote, "the teacher must introduce the student to a wide variety of books, teach him a few important concepts of literary appreciation, and give him

ample opportunity to read extensively in many fields"; and again, from the Junior High School Curriculum guide, "To create and foster the reading habit, the school encourages the reading of books, magazines, and newspapers for the sheer enjoyment which the reading experience gives as well as for the information and understanding to be derived from reading them. This means that the school must have a rich offering of books suited to adolescent readers." It has taken many years of hard work to achieve a place for the library in our schools—much less bring it to the point where it is a "rich offering of books".

In December of 1959, The Calgary Public School Board adopted a policy of school library expansion which called for the immediate extension of facilities and staff of the library department so that they could implement the policy. This policy planned for the establishment of libraries in high schools and junior high schools with trained staff and the gradual extension of this service into elementary schools. Administration, buying, cataloging and training was to be centralized under the Supervisor of School Libraries. This statement of policy was the culmination of library development in the schools which began in Calgary as early as 1915.

Under the guidance of the Calgary Public Library at that time, classroom collections were introduced in those elementary schools with the greatest need and furthest from public library service. Once selected, these small collections were administered and circulated within the school by

the teachers. This service was supplemented by the staff of the Boys' and Girls' Department of the Public Library with classroom visits and storytelling. Regular visits by the classes to the Public Library were also scheduled. This service is still continued.

Bookmobile is Busy

The Calgary Public Library Bookmobile is a welcome visitor to a number of our outlying elementary schools. It is stationed at regular intervals in or near a school yard and the children visit it singly or in classes and are given assistance by the bookmobile librarians.

For thirty years at least, the high schools in the city have been developing their own libraries; at first in conjunction with study halls and now more and more distinctly separate. It has come to be recognized that a library cannot be a library if it is used as a study hall. The crying need at the present time in high school libraries is personnel; trained librarians who understand the use and manipulation of books and who can enrich the efforts of the students and the staff. Due to many factors, even in those schools with trained teacher-librarians it has never been possible to demonstrate the full potentialities of good library service.

The present Library Service Centre of the Calgary School Board originated in the development of junior high school library service. The late Miss Louise Riley began a develop-

mental reading program in Junior High Schools as an extension of the work of the John Buchan Room, the reading centre for young teenagers. Miss Alison Seymour was closely associated with this program and trained for it; so that when the School Board, convinced of the value of this project appointed a supervisor for Junior High School libraries, Miss Seymour was chosen.

Additional Duties

Her duties gradually came to include the acquisition of deposit collections, their processing and maintenance. In addition she travelled from school to school as an itinerant librarian giving heavy support to the teacher in charge of the library. She also, in most cases, trained these teachers. Her headquarters varied from corners of rooms or basements at the Public Library to hallways and cupboards in the School Board offices. Her assistance was entirely clerical, well trained by herself. In 1958, with these facilities and limited help, 4,000 new books were processed, 7,000 re-

pairs and rebinds were handled and 17,000 books were in service to some 60,000 students.

The situation suddenly and happily changed in 1960. A cottage school was remodelled to house the Library Service Centre and the Visual Aids Service. The plant was planned in detail by Miss Seymour so that the most efficient use with an eye to expansion could be made of the considerable space provided. Close attention was paid to the painting and decor of the centre so that it is a stimulating and pleasant place in which to work. On the main floor are three private offices, one each for the Supervisor, her assistant and the cataloguer. There is a conference room for meetings and space for a model, pilot collection of books. One section of the main office is a closed room for the duplicating machine. The remainder is taken up with desks, shelving, a specially constructed unit for searching tools and three open filing units for orders and the holdings file. This room will also contain the union catalog for the sys-



Members of the staff process new books into the Calgary School Board library, preparatory to announcing them to schools throughout the district.

tem. Other than the professional staff members, there are eleven skilled clerical workers and machine operators.

Central Purchasing

All books for junior and senior high school libraries are purchased through the Centre and all the accounting is done here. Requisitions are submitted on special forms from the high schools where the purchases are determined by the librarians and the staffs of these schools. The buying of multiple copies is discouraged. In the case of junior high schools, the orders originate at the Centre; for at present the teacher-librarians in these schools have neither the help, time, nor training to handle an order program.

Immediately the order has been sent, the question of catalog cards is investigated. If Wilson cards are available, they are sent for by dispatching one of the slips from the multiple order form. If the book has already been processed, new sets of cards and pockets are duplicated on the machine so that when the book arrives, or shortly after, it may be shipped out to the schools. If no cards are available, the slip is handled by the staff member in charge of cards who has the title searched to verify the author, correct title, date and publisher and price. The Centre is very well supplied with tools for this searching, having acquired the Library of Congress catalogs, the British National Bibliography and all the Canadian tools; as well as all the other available listings.

Use Dewey System

The searched title is then passed to the cataloger who classifies and

catalogs the book according to the Dewey system. The needs of the curriculum and local conditions are kept in mind when the subject headings are assigned. If there are only up to three copies of the book to be processed, the catalog and other cards are typed. If the title is held in four or more schools, the cards are run on the duplicating machine. In order that this may be done, stencils are typed on the electric typewriter which with its fine, clear type approximates very closely a printed card. One title may necessitate five stencils which are stored and used over and over again when necessary. The stencils are carefully checked and handed to the machine operator with a slip indicating to her how many cards and pockets must be run. There are two operators in the machine room normally and they alternate in their tasks. The machine is kept busy constantly.

After the cards and pockets are run, they are arranged on specially designed wagons which also hold one copy of the book. The cards are assembled into sets for the schools, each set consisting of the author card, title and subject cards together with a shelf list card for the school. We also provide subject authority cards so that the subject headings we use may be used in the school for picture collections, pamphlet material and clippings. The Centre keeps a set of catalog cards, a holdings card showing where the title is held in the system, and a separate record, a shelf list for the holdings of every school library. This means that at any time, and quickly, we may ascertain where titles are in the system and also what kind of library each school possesses.

Our union catalog for the whole system is our corner stone.

Past Processing

One copy of the books, the card sets, the pockets and the book cards are sent downstairs on the elevator to the physical processing department. Here, all the copies of the title are removed from the stacks. The dust covers are removed, labeled with the call number if necessary and put through the laminating machine which processes 100 covers in an hour with one operator, 330 in an hour with two. The laminated covers are extremely tough, increase the attractiveness of the book and cut the rebinding problem. The pockets and date slips are fixed in the book by means of the pasting machine which processes 100 books in 15 minutes. The books, with the necessary cards are then placed in a bin labelled for the school and shipped out regularly.

Due to the acute shortage of trained teacher-librarians, the Centre must assume considerable responsibility for the handling of the books and cards in the school. The Assistant Supervisor, Miss M. McIntosh, acts as the liaison with the schools. One of our main problems is the filing of catalog cards in the schools and at the Centre. This, together with the filing of hundreds of orders assumes mammoth proportions. During the winter, we brought the teacher-librarians to the Centre in the evenings and gave an intensive course in filing. We are also continually teaching other procedures.

Regular Meetings

In addition, the Centre holds regular meetings of the junior high and

senior high teacher-librarians for the discussion of mutual problems. For the coming winter of 1961-1962, we plan book review sessions and hope to work on at least two definitive subject bibliographies for use as a guide to ordering in the senior high schools.

For as long as can be foreseen, the Centre will be very busy. At the present time, we order and catalog for forty schools. New schools are continually being built and the Supervisor works closely with the architect on the design of the libraries. Those libraries which have been in existence some years will have to be cataloged completely. We have issued a basic listing, classified, for grades one, two and three of the elementary schools, but otherwise, this area has not been touched. It is also proposed that the audio visual materials be cataloged with the books so that teachers will be able to draw on any media of instruction. The Teachers' Professional Library is relatively unorganized and will eventually be cataloged by the Library of Congress system. Over all is the need for encouragement and intensification of the work in the schools so that eventually we may achieve the ideal that in the school library the students and the teachers may find the answers to most of their questions and in the words of Jacques Barzun 'students . . . must live close to books; it is part of the definition of the word "student". They must find, on the shelves, books that they were not looking for and that they did not know existed. They must be able to go from shelf to shelf, tracking down an idea, a name, or a picture. And all this freely, in a mood of peaceful laissez faire.'

Wildlife Preservation Commended

Editor,

Leisure Magazine.

On May 18th and 19th, I had the pleasure of a two day visit to the Salvation Army Camp on the south shores of Pine Lake, twenty miles south-east of Red Deer. It was most rewarding to me to find that this camp, under the direction of Major Willard Rea, had made provision for a nature study area, and, above all, had left this area in its natural state, complete with old dead stumps and underbrush. Few people realize the value of preserving the woods in their natural state and in most areas where a campsite is set-up, the underbrush and dead wood is cut out—disastrous as far as the wildlife of the region is concerned. Birds and animals cannot exist without cover and nesting habitat.

In the small plot just east of the main campsite area, consisting of approximately 10 acres, I would estimate that a resident nesting population of at least one hundred pairs of birds exists. Here in the old stumps, woodpecker holes provide homes for not only woodpeckers, but also for Mountain Bluebirds, Tree Swallows, Purple Martins, Wrens, Chickadees, Buffle-head and Golden-eye ducks, Flying Squirrels, Red Squirrels and

others. In addition to the woodlot, a section of several hundred yards of shoreline has been left in its original state with cattail and reed beds. This is an attraction for still another dozen or more species of birds as a great many birds nest and raise their families in reed and cattail habitat. Nearby, ample shoreline space has been cleared to provide for clean weed-free swimming.

For those wishing to increase the resident bird population around a campsite, the addition of bird houses with various sized hole openings can add many new species. Swallows and martins particularly are insect eaters—I'm sure camp superintendents wouldn't feel too badly if the mosquito populations were cut down by the addition of these birds.

It is to be hoped that new camps being formed and camps already established will follow the excellent example of the Pine Lake Camp and try to preserve some of the fast-disappearing habitat necessary to the support of wildlife populations. There is a constant and increasing need for wildlife study areas near these youth camps. Our younger Albertans will have the present generation to thank if such forethought is used.

Edgar T. Jones,
Alberta Wildlife Foundation.

Books In Review

Harsh, greedy and unscrupulous, yet with a sense of personal honor and obligation, Simon de Montfort, Earl of Leicester was a foreign-born emigrant to England who rose to defy the king and become credited through history as the "father of representative government". Historian of recognized ability, Margaret Wade Labarge carefully documents her description of the life of the once penniless immigrant to his eventual rule of all Britain, and his death in battle.

Making an auspicious start in life by marrying the youngest sister of King Henry III, Simon de Montfort early displays his ability in battle and in intrigue, until he reaches a degree of power and wealth that places him as leader of the barons of the country. In this guise, he breaks with the king by leading the group requiring the monarch to sign the Provisions of Oxford, which clip the royal powers in civil government.

This break brings about the Baron's War, resolved by defeat of the king, the rule of Britain for a time by the earl, eventual split among the barons and the final battle and death of the powerful Simon.

Nonetheless, the precepts contained in the original Provisions are observed to growing degree through subsequent monarchies until today when they form the foundation on which present government is formed.

The book is not only a chronicle of intrigue and war. It is a remarkably clear mirror of the manner of life of the 13th century, with reference to old accounts revealing how the knights lived, the costs of food, the type of baronial administration that existed, and other facets of life of the day that are not often encountered.

For the student of history, Mrs. Labarge's research is invaluable.

SIMON DE MONTFORT by Margaret Wade Labarge

The MacMillan Company of Canada Ltd.—\$6.00

WHO Says "NO!"

By June Sheppard



Who would have guessed there would ever be longing glances cast back at the poverty-stricken days of the depressed Thirties. But, while it's true that no one in his right sense wishes for their return, many are looking for and not finding the disciplines of those hard times—particularly in the raising of families. Not long ago, in conversation with an elderly lady, I felt compelled to speak of this when she reminisced about the hardships of raising youngsters in time of deprivation. I ventured to remark that

bringing up young people in time of plenty was in many ways even more challenging and was roundly scored for my opinion thus expressed.

But I still feel it to be true. Too little can make life a drab and monotonous existence but too much can do permanent damage to character and personality by making life too easy and undemanding. Children who grew up in depression days learned in their early formative years that you may, even as a little child, set your heart on the moon but not get it! All the sensible, time-honored axioms such as "waste not—want

June Sheppard is a well known Edmonton writer and broadcaster. The accompanying material is from one of her talks on the CBC.

not" and "getting a lot out of a little" and "making do with what you have" were not just mere vague admonitions preached by harried parents. They were part of the philosophy by which the majority of children of one's acquaintance had to live.

Our offspring live in a much different world—in many ways a much better world—certainly a kinder one—but a softer one! And somehow, on looking around, I am reminded of a line from Jean Anouilh's play "The Lark"—"What I get for nothing costs me too much". Perhaps the spirit of the times in which today's children live could be expressed in the words so familiar to us all "Buy Now—Pay Later"!

And while it must have taken all the courage and resourcefulness one could command to keep the family fed and clothed during the hungry thirties, it often demanded those same qualities and more to resist the pressures of modern day living with the philosophy of having and getting and possessing now extant among us. I maintain it was a good deal easier to teach children the virtues of thrift, simple pleasure, appreciation of non-material things when you were simply conforming to conditions imposed upon you by economics.

It takes more effort and self-confidence to be a non-conformist in today's more favorable economic climate. One simple example: when the majority of children in your neighborhood are chauffeured everywhere in the family car, it takes a certain non-conformist bravura to insist that your children's legs will get

them nicely to most places they have to go. When many parents today augment their youngsters' already overly-generous allowances each time something extra is desired, it takes a certain strength of will to dig your heels in and say "no".

When your teen-aged daughter sighs longingly for the same twenty-dollar cashmere sweater that many of her classmates are sporting, you realize it is within the realm of possibility for her to have it from an economic standpoint. It could be done. What is difficult is to help her gain from your refusal a lesson in something far more nebulous than economics. That there are things in life to be longed for and waited for and worked for and in many, many cases "gone without". This is just one of the lessons which I feel was much easier taught in days when self-denial was one of the virtues of dire necessity.

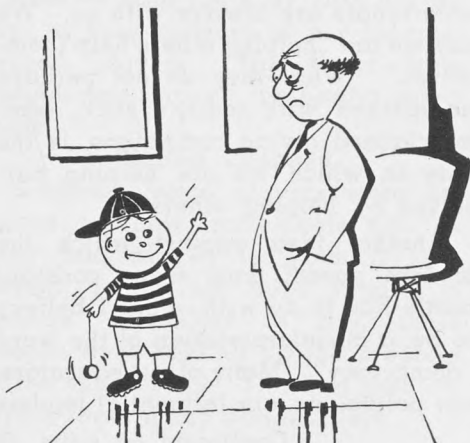
Many of the old truisms are outdated and no longer apply to today's world, of course. But we will be in dire straits indeed and our children much to be pitied if we ever let them lose sight of the principle of earning what they want. Without it the very meaning goes out of life. Without it there is nothing to aim for, nothing to really care about strongly. When we smooth life out of our growing youngsters so that it no longer gives them strength through discipline, we do them a disservice, cruel above all others! This applies to every aspect of their lives from the payment of a weekly allowance to their education.

And speaking of that allowance, it seems most children of my acquaint-

ance today are on a definite weekly allotment. In fact, from the age of six they are experts in matters financial—in the balancing of accounts and borrowing in advance.

But allowances seem to fall into two categories. Money which you collect every Saturday morning in return for breathing in and out—and money you collect each Saturday morning in return for services rendered. Which is the better way? There is little doubt in my mind, but the experts under whose copious advice many a parent has bowed, seems divided down the middle on this subject. Some say money automatically given in return for the child's existing nourishes a "World-owes-me-a-living" philosophy. Others say payment in return for household duties encourages the "do-nothing-for-anyone-unless-paid" type of thinking.

But, wasn't it all much simpler when certain tasks were a child's responsibility and that was that. When his payment was adult approbation and if a stray dime turned up occasionally that could be spared, he just put it in his pocket gratefully and omitted the bookkeeping.



Another influence modern day parents have to fight if they wish their children's ideas to be healthy and unwarped is that exercised by Madison Avenue, New York City and other advertising agencies of the western world. One of their principal aims is to create a need where no need exists. Here parents run headlong into the "everyone has one" or "no one should be without" school of advertising promotion. This can refer to everything from the penny whistle in the cereal box to the convertible with the wrap-around windshield. How to help young minds separate necessity from unearned luxury is another problem besetting the parent of today when some of the sharpest minds in the country, using everything from the direct to the subliminal appeal, are at work to convince us life is not complete until we have their product among our possessions.

Turning now to the field of education, is there not a danger here to that the trends to more and more scholarships, carried to the ultimate, may result in less rather than more interest in higher education among our young people? Or is just another piece of outdated philosophy that you benefit most from and appreciate most that was hardest to come by? Much of the softening process which has characterized our schools in the last two decades has been a reaction against the often too rigorous demands of an earlier day, it is true. Much of it too is simply a reflection of the easing of life in society generally with prosperous times.

But we have been taking a long hard look at our educational proces-

ses in the last two years. We are beginning to see that the lowering of standards so that the frustration of poor performance will not stunt our children's psychological growth has in itself done equal or greater damage. Many young people have not learned by the time they exit from high school the satisfaction of exerting themselves to the fullest capacity in order to meet a high standard set for them. In far too many cases the standard has been lowered to meet them and they are the poorer for it.

Here too another problem is posed for the conscientious parent of today's world. How does he go about inspiring his offspring to stretch out to his fullest length to reach something difficult of attainment when he can find enough on which to get by placed at his fingertips?

Even in depression days, and I suppose since time's beginning, worldly possessions were the criterion by which many people judged others. But surely never before in history have so many people been guilty of such false judgement. A recent campaign for charitable funds circulated printed publicity material exhorting people to give generously because "a man is judged by what he gives". This did not imply the wholly laudable idea of a man's generosity to his fellows being reckoned with on Judgement Day. Not at all! It meant judgement by his fellow-men of his material and financial success based on the amount pledged to this particular fund drive. This places charity in the same category as the "right address", and the "right automobile" and the "right club". In depression times people received government and private

charity for without it they could not have survived and in many cases it was a humiliating and debasing experience. In these times of plenty, however, it is the spirit of the giver which is debased if his sole reason for giving is to maintain his reputation for doing the acceptable things and he gives beyond his means to impress those who may have access to such information.

It is impossible to keep such attitudes in our society from young people growing up in it. Such thinking seeps down to them and is absorbed without a direct word on the subject. The "hampers for the poor" which were the well-to-do family's contribution to their less fortunate fellows in past days were often given in patronizing fashion. Today's professionally organized, efficiently run collection campaigns are undoubtedly superior in every way. Except that the individual feels no personal involvement with another's misery. And the only end product to the giver is an income tax deduction slip.

Whether today's children are truly aware of it or not, the poor and the unfortunate are always with us. We say we are "helping others help themselves". What they do not perhaps understand with today's slick, commercialized giving campaigns, is the way in which we are helping ourselves by helping others!

Another idea against which the modern parent must wage constant battle has to do with, what I believe to be, a misinterpretation of the word "democracy". Many of our educators, our politicians, our influential leaders

Continued on page 17

Band Clinic Solves Bandmaster's Problems

By V. R. Wright

In a recent article, I wrote of the help that the Workshop had given me as a band director, and would now like to discuss its impact on the community and the local band. I will speak of school age youngsters, for my colleague and I work mainly with them. The points I shall make readily apply to community band whether adult or junior.

Prior to the first Provincial Workshop our program was briefly as follows: Rehearsal was held once a week and beginners were allowed to come into the band every three or six months. The standard of performance rose slowly, although you can realize the mixture we had at the end of the two years. When speaking of mixture, I refer to the varying stages of accomplishments of the players. At the end of three years, in our hopes for expansion and development, we encountered no less than three demoralizing problems.

Firstly, the better players were discontented with the easy numbers we had to play because of our inexperienced players. The latter were floundering through the harder selections.

Players Unsited

Secondly, some players were not suited to their instruments but, as they had played for such a long period, I did not dare suggest a change. Needless to say, these people were holding up the progress of the entire band. This is a problem which faces many bandmasters.

Thirdly, we were deceived by the initial enthusiasm of a number of players. This evaporated on closer acquaintance. I had a further problem which caused me great concern. There was no one on whom I could rely for assistance, and I had no time to train anyone. As any bandmaster knows, to be really useful, an assistant must have methods and ideas similar to those of the bandmaster.

This, then, is a picture typical of many bands today, a struggling, sweating bandmaster and a plodding, slowly progressing band. As you can readily see, most of our rehearsal time was taken up in trying to bring up the slower players to the standard of the better ones.

In 1956, we started the band with a membership of 20 and by 1960, we had reached the grand total of 24. This was not much of a showing for four long years of hard struggle. In September of 1960, we started off the program suggested by the instructors at the Provincial Workshop. We can now see a gradual improving trend as a result of our attempts to overcome our main problems.

Both Attended

In the first place, I have acquired an assistant, and a very good one at that. True, he came forward on his own, but since then we have both attended the Provincial and Weekend Workshops and consequently have the similar methods of instruction and conducting.

Our first step was a Song Flute class under the baton and complete control of my assistant bandmaster. This course can be completed in three months but we have found that, for our purposes, it is better to stretch this period to the full school term. In the words of my assistant, Howard Folkins:

"In a Song Flute course, the age of which we have found should commence at the nine year level, a youngster, at a very small cost, is given the opportunity to learn some of the functions and operations of a band. He or she learns to read music; acquires some elemental technique of instrumental playing; the whys and wherefores of performing under a conductor's baton; and, most important, if he is to become a successful bandsman, a respect for discipline and the necessity of conscientious and diligent practise."

Fundamental Knowledge

"He has to learn note recognition; some elementary time-notation values; three or four rhythm patterns and three key signatures. We feel that at the end of this course, a child has gained some fundamental knowledge which enables him or her to make a wiser and more balanced decision whether or not to stay with it."

At the end of this course we too, are able to make recommendations to the parent as to just what little John or Mary is suited for. We can even say, if necessary; "The little darling (?) just can't play."

The second step is the Beginning Band. Here is the field in which the real worth of the Provincial Workshop manifests itself. Since the "Basics of Band" are now behind the young-

sters, I can turn my full attention to embouchure, care of the instrument, and fingering. From there, we go on to the actual instrumental playing. No longer must I start at the very beginning. This alone, as any bandmaster will agree, saves countless hours of toil, patience and confusion. We can now progress, step by step, up the ladder of accomplishment, making a sound that it is akin to music, not the horrible noise as is so often the case for at least three months. In a matter of a little less than 12 weeks they are playing "Jingle Bells" and one scale. Remember, these beginners have had a scant eight hours of tuition over this period. The remainder of the program is simply a matter of time until at the end of two school terms, the beginners are ready to move up into the full band. Some are ready sooner, depending of course, on individual ability.

As I said above, our first band consisted of 20 players with an increase of four in four years. Since 1960, we have increased from 24 to 54. This figure includes 20 Song Flutes, 10 beginners, and the original 24. Our average drop-out, (including those leaving school), is about 20%, so that at the end of four years, we should have a band of perhaps, some 40 members with enough "feeders" to keep it alive for many more years to come.

This then, is what the Provincial Band Workshops have done for our band and community. It can be done for yours.

Mr. Wright, a farmer and magistrate in Warner, and his assistant, Mr. Folkins, hold the Alberta Community Bandmasters' Certificate granted to them after examination and attendance at three annual Provincial Workshops.

ALBERTACRAFT '62

A record number of items on display and a record sum awarded to Alberta artists and craftsmen in scholarships were the highlights of Albertacraft '62, on view at the Northern Alberta Jubilee Auditorium June 18-23.

A showcase of the arts and craft accomplishments of Albertans during the past year, the week long show was presented for the seventh successive year by the Alberta Recreation and Cultural Development Branch.

In officially opening the display, Hon. A. R. Patrick, Provincial Secretary announced the award of a record \$4,595 in individual and community government sponsored scholarships. Craft centres received a total of \$1,400, individual craftsmen shared \$1,325, while awards to visual artists totalled \$1,870. This amount is almost double the sum for last year.

On exhibit were 1,170 individual items ranging from Eskimo carvings,

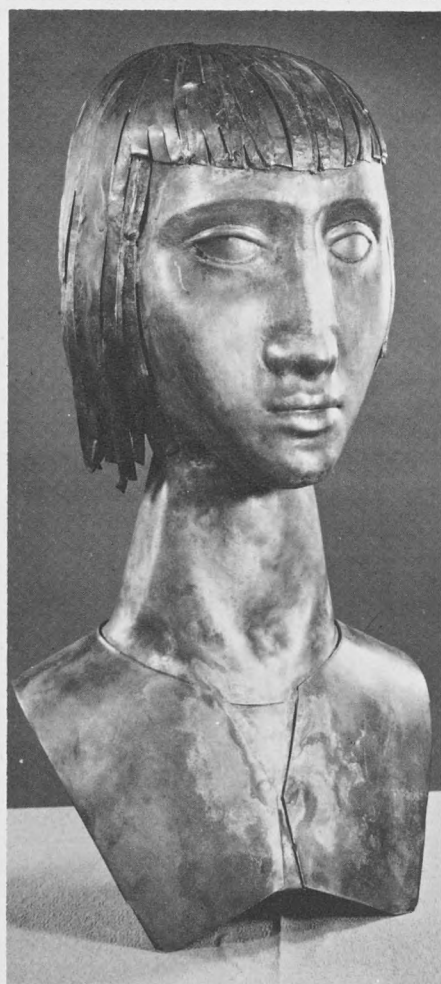
ceramics and metal crafts to paintings and sculpture. Entries were selected from 1,567 submissions, of which 1,450 were the work of Albertans.

Added to the exhibit were on-the-spot demonstrations of several crafts by organization or craft centre members. Included were ceramics, basketry, copper enamelling, children's art, and batik. The latter is an increasingly popular method of artistically dyeing cloth by use of wax and color.

Of particular interest to Recreation and Cultural Development Branch officials this year, was the very high quality of Alberta entries resulting in a comparatively low percentage of rejections by the judging panel.

The pictures on these pages are random shots of some of the outstanding examples of crafts from artists throughout Alberta, and from outside the province, who entered their work in Albertacraft '62 at the Edmonton Jubilee Auditorium.





in many fields in the last two decades have overstressed the "everybody equal" theme to the point of absurdity. It has been suggested, particularly in the field of education, that the admission that there are superior and inferior minds among us is somehow undemocratic. With such influences, it is often extremely difficult for parents who wish to instil the belief in a child's mind that differences in intellect, in energy, and ability, in power of concentration and ambition are the human dissimilarities upon which democracy was built. It is the recognition that each of these dissimilar beings has the right to develop his particular potentialities to their fullest that is the foundation of democracy. It is the very negation of democratic thought that equality and uniformity are synonymous. But many a parent fight a losing battle

trying to erase from his children's minds the thought that it is somehow unfair and undemocratic for one individual to rise much higher than his fellows in performance or fall much below. It is this very thinking that lead us to the low regard in which brain power has been held in the last few years. Fortunately, and to the great relief of countless parents, the trend now seems to be slowly reversing but it will take a long time to change the belief, so widely held, that it is somehow undemocratic to be superior.

Depression-day parents had to combat the daily grinding fear that only poverty and unemployment can bring. But I feel the dangers that abound in the easier life, the life of economic plenty, are somehow more character-destroying, more nebulous and therefore infinitely more difficult to fight!

REFERENCE DEPARTMENT,
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